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THE TEXAS HISTORY TEACHER'S BULLETIN

Edited by the History Staff of
The University of Texas

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The Texas History Teacher's Bulletin is issued in November, February, and May. The history teachers of Texas are urged to use it as the medium of expression for their experiences and ideals and to help make it as practical and useful as possible by contributing articles, suggestions, criticisms, questions, personal items, and local news concerning educational matters in general.

Address

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The University of Texas, Austin, Texas

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WHAT HISTORICAL GEOGRAPHY SHOULD THE PUPIL CARRY AWAY WITH HIM?

The title of this paper as stated in the program is somewhat misleading. It will not be my purpose to show what historical geography the pupil should carry away with him, but rather what historical geography should be taught him. What he carries away depends not only on what is taught but on how it is taught. Of course we do not expect the student to absorb all the detailed geographical information which is dispensed in a history course, but we *do* expect him to get hold of the essentials and to see the close relationship between geographic facts and historical events.

What geography information should be taught the pupil depends upon two factors: the nature of the course and the rank of the class. The same sort of geographic facts, for instance, will not have the same importance in Modern as in Ancient history, in Medieval as in American. Mountain chains and river courses played a far more important part in making history in the past than they do now. They guided the course of the Germanic migrations in the third, fourth, fifth and sixth centuries and determined what regions were to be settled by them.

In the second place, what should be taught the student depends upon the rank of the class to which he belongs, rank indicating the extent of his familiarity with geographic facts, a familiarity which he should attain in the more elementary courses. It is with reference to the elementary courses in history that the statements in this paper will be made.

A few history teachers lay more emphasis on geography than it deserves in a history course, and I know of one case, at least, in which geography was studied in connection with history, not, however, as a part of it in causing certain developments, but rather as distinct and separate from it, with little or no connection with the events under discussion. Such a practice of course must be condemned. Yet, it seems to me that the other tendency, to under-emphasize the geographical factor in history, is far more prevalent. Much of history cannot be intelligible, cannot be interpreted correctly without a knowledge, and a somewhat accurate knowledge, too, of geography. To enter into a discussion of the influence of geography upon history, however, is beyond the scope

of this paper. I shall, nevertheless, have to touch upon it now and then, for purposes of illustration.

Every elementary history course ought to begin with a thorough study of the physiography of the territory the historical development of which is to be pursued. Without such attention to its physical features, its climate, its position with respect to the rest of the world, etc., the student will never really understand why its inhabitants developed along certain definite lines. If he does not know that Britain is an island, that it has good harbors, that it occupies a position within striking distance of the continent, how is he to understand why England became a commercial nation? If he does not know the location of Britain with respect to Germany, how is he going to interpret the recent change in the naval policy of England regarding the position of its squadrons? If he does not know that the climate of the Southern States made the raising of cotton profitable, how can he understand the slavery question of the 40's and 50's, and so on ad infinitum. A careful study of the physical features of a country, then, is necessary as an introduction to its history. The student should know its location with respect to other countries, its lakes and their locations, its rivers and their courses, its mountain chains and coastal indentations, its climate and its products, each of which exerts and has exerted for centuries a very definite influence on its history.

After the student has received this geographic foundation, historical facts will begin to have a larger meaning for him. They will be located in space as chronology locates them in time. They will have a new meaning in that they will indicate relations with other facts, relations which had been concealed from him before, and, definite possibilities of the future development of these facts because of their geographic connection will become evident. With a knowledge of the physiography of the region under study, the student can be taught the ever shifting frontiers and national boundaries. The teacher of history should by no means neglect the map in a discussion of the expansion or contraction of a country. If he does, his remarks will be wasted in that they mean nothing to the student. To say, for instance, that Russia extended her boundaries in 1812 until they reached the Pruth means nothing unless the student knows where the Pruth is. If he does not, he

may look upon this expansion as being to the north or east or south or west. So, also, if the book says that the Mohammedan conquests began in the East with the annexation of Syria and continued until Crete, Rhodes, Cyprus, Persia and Mesopotamia had been annexed, the statement has no meaning to the student not familiar with geography, except that somewhere in the East Mohammedanism was spreading. What the significance of this spread was, in bringing the Moslems close to the gates of Constantinople and Europe, in introducing Mohammedanism in China and India, he will not understand; neither will he comprehend the size, nor direction, of this expansion. So, too, if the student is told that the forty-ninth parallel is the northern boundary of the United States, he will know no more than he did before unless he has studied his map and is aware where the forty-ninth parallel is.

So, geography must be emphasized in pointing out boundaries and frontiers. Boundaries have a greater significance than that of designating limits. They signify, in a sense, diplomatic relations. Thus it is evident that Germany and France or Germany and Britain cannot be in close diplomatic relationship except under unusual circumstances, chiefly on account of their geographic positions with respect to each other, their lands being contiguous. The alliance between Austria and Germany would be an unnatural alliance were it not for the race element, which is a natural bond of union. The alliance between Germany and Italy is far more easy to understand, as a protection against France, which lies between the two allies. So, also, the union between France and Russia in opposition to Germany, which separates those two countries. I have never yet seen a teacher who did not place a great deal of emphasis upon treaties, yet there are many who fail to indicate their geographic significance. To illustrate, the teacher will insist upon the student knowing the exact provisions of the so-called treaty of Wedmore, made between King Alfred of the Saxons and King Gunthrum of the Danes, and demand the exact line of boundary as quoted from the treaty by most of the texts as beginning: "Upon the Thames, and then up the Lea, and along the Lea to its source, then right to Bedford, then up the Ouse to Watling Street." Yet, the same teacher will often neglect to point out the location of this boundary or insist on identification of the places named. The result is that the student learns a number

of geographic terms which have as a matter of fact no meaning to him whatsoever and which do not in the least aid him in understanding the treaty. The map must be used in studying boundaries; without it they are meaningless. The teacher ought to be sure that the student has not merely located the geographic terms of the lesson on an outline map, but that he has also *learned* their location. Frequently outline maps defeat the very purpose for which they are given, to teach the student historical geography. The student spends so much time filling them in that he does not really grasp the importance of the geographical information which he is using. Quiz him one minute after he has handed in an outline map, on some of the information indicated upon it, and he cannot answer. Ask him where Frankfort is, and in all probability he will not know, even though he has located the city correctly on his map. This indicates that much of the time spent in filling in outline maps is mechanical and that the student is much more attracted by the decorative side of geography than by geographic facts. The color scheme of an outline map may be most striking, yet the artist may not have acquired a single new idea in geography.

If the teacher emphasizes military campaigns—and I am not here discussing the advisability or objections to such emphasis—in an elementary course, the map again becomes indispensable. Military campaigns are planned on the basis of geography—the geography of the section of the country in which they are undertaken. So unless the *geography* is understood by the student he cannot understand the campaign. How is the student, for instance, to understand the campaign of Burgoyne in 1777, whose object was to isolate New England from the rest of the confederacy, unless he knows the geography of the region and realizes along what line this object could be achieved?

So, also, it is evident that in the study of the discoveries and explorations no progress can be made unless the map is used. The efforts of the Jesuit explorers lose their significance if geography is neglected. The discoveries of Captain Cooke, of the Cabots, of the Elizabethan seamen and others are meaningless without a knowledge of geographic terms and locations. In discussions of the discoveries, not only should the student be taught the actual geography of the lands discovered and explored, but also the contemporary ideas of geography that explain and account for the sacri-

fices made in the expeditions. America would not have been discovered to the civilized world in 1492 had Columbus known that he could not reach the Spice Islands. A few minutes spent on Toscanelli's map will not be wasted, by any means.

If discovery and exploration are unintelligible without geography, so also is colonization. The predominance in Asia Minor of the Greek ideas and ideals is due to the colonization of the eastern Mediterranean by the Greeks. If the student knows the location of these colonies, he knows the location of the centers of Greek culture from which it was dispersed. The success of England in India is due largely to the geographic fact that there was an English establishment or factory, as it was called, at Calcutta, the city which is the key to the whole Ganges valley. The success of the British in America was due largely to the compactness of its colonies, a result of the geographical fact that the Alleghanies checked westward expansion. The French, without such a barrier, were dispersed over the vast region of the St. Lawrence and Mississippi valleys.

In the teaching of commercial routes and commodities, geography is again the basic element. Geography prescribes the connections of one country to another. The United States being nearer South America than Europe, it is reasonable to suppose that American-made products will predominate over European, in the near future at least, if they do not at the present time. America's keen interest in Mexico is to a large extent commercial in its origin, which in turn is based on geography. Civilization follows the trade routes. If the student is familiar with the medieval trade routes he can account for the development of many exotic institutions and customs in Europe.

The fact that iron and coal existed close together in northern and western England resulted in the great shift of population in the latter part of the eighteenth century from the southeast to the northwest. Gold led to the rapid settlement of California. Innumerable instances could be given of the effect of natural resources and products on history. Consequently if the student is not familiar with the products of a country he cannot appreciate its historical development.

So, in the teaching of history, geography is essential. The relations of an historical event to a geographic fact should always be indicated. Every class in elementary history should begin by a

careful study of the physiography of the region with whose history the course deals. Then, as the course progresses, he should be taught the location of the expanding or contracting frontiers and boundaries by the use of the map. Military campaigns, if emphasized, must be taught by geography. Discoveries, explorations and colonization cannot be intelligible without it. Commercial routes are powerful factors in making history, not so much now as in the ancient, medieval and early modern times. Their geographical location is necessary to understand their influence, as a knowledge of the products of a region is necessary to explain certain historic facts and institutions. It is hard for the teacher to over-emphasize geography in history teaching, provided that the geographic fact taught is connected with the historical event or institution under discussion.

MILTON R. GUTSCH,
University of Texas.

SOURCES IN HIGH SCHOOL HISTORY TEACHING.

Not so very long ago history was taught in only one way, with special credit to the pupil whose memory would permit an exact reproduction of the assignment supplemented by an occasional "history drill" of dates and names.

I for one, however, am quite willing to do honor to the old method when I remember that it made the new possible; it is to be regarded as one of the steps by which we climbed to better things.

The desirable texts now by marginal references, notes and suggestions, encourage us to attempt the use of sources if possible, even if it is only in a small way. The adoption of sources in the teaching of history in the High School does not need any recommendations for its advantages are obvious. To know two accounts of an event is often to know two different stories resembling each other only in names and dates. It is not only necessary to know facts but to know reasons for them, not the reasons ascribed perhaps by a prejudiced writer, but those given by eye witnesses; and yet, we have been presenting to our pupils only the decisions of authors more or less prejudiced. The result is the development of scepticism by those pupils who think for themselves.

Some of the questions we need to consider in regard to the use of sources are: "The advantages of sources;" "the kind of sources;" and "the time, quantity and method of their use."

A general answer to these questions applicable to all classes alike is impossible; yet certain statements can be made with respect to each question which may be helpful.

The advantages of the use of source material in high school history teaching are: the removal of prejudice; the encouragement of careful investigation; the stimulation of interest; the acquisition of the "atmosphere" of the time under study; the absorption of supplementary information and the comprehension and appreciation of historical method.

A recent experience illustrates the removal of prejudice as a result of the study of sources in connection with the Ban of Philip II. and the Apology of William of Orange. Extracts were selected from each of the documents in *Robinson's Readings from European History*, and the Ban was assigned to one section of the class and

the Apology to the other section; in recitation hour I permitted each side to present the subject assigned. We already had studied Philip II. in Spain and in England and our minds were pretty well decided; however, after hearing an enthusiastic pupil present the introduction to the Ban, opinion changed and one on the other side of the question exclaimed, "Now, really, don't you think Philip had the best side of the argument?" I considered that lesson particularly valuable because of the interest aroused which resulted in the correction of an error which had been due to ignorance or prejudice. Interest is always aroused by an active class discussion guided by an interested teacher.

Source work in the study of the Schoolmen helps to remove the abstract features of Scholasticism, while letters and discussions expounding the Divine Right Theory make it more vivid and assist in an understanding of that theory which is the key to so much of the political history of Europe in early modern times.

Writings of the times of Alfred or Charlemagne show how their individual characters were productive of so much that was worth while in the era in which they lived. Extracts from the Anglo-Saxon Chronicle and other early English writings illustrate language changes.

As to the kinds of sources to be used one must be guided by the material available. The most practical compilations for the use of high schools are the collections of selected sources that may be had in any branch of the work. I use Kendall's in English, Robinson's in European History and Hart's sources in American History.

Old documents, relics, and coins may often be found in a community and their presence in the class room arouses interest. I have found these especially valuable in such subjects as "the Indians," "the Civil War," etc.

I once taught the Spanish-American War without a text, using newspaper clippings, magazine articles and reports of soldiers. It was far from easy since reports had to be verified, events classified, exaggerations guarded against and prejudice and enthusiasm checked. The experience was valuable to the teacher and I think profitable to the pupils.

As to time and quantity I must say again that circumstances must be taken into consideration. I have no fixed days in the

week or month for source work for that savors of monotony and obligation and thereby defeats one of the chief ends—interest.

Methods must necessarily vary with other conditions. I require the notes to be brought into class and the material presented by the students. This is followed by class discussion. The notes are preserved in the note books and credit given on preparation. The entire class is held responsible in tests for the information presented and discussed. I usually divide the labor in source work for the investigation of any extensive subject. To illustrate—in the study of colonial conditions, our time was too limited for each pupil to take the whole subject so I assigned one colony to one group of students, another colony to another group and so on.

The whole class was engaged in the investigation of the subject. When the reports were made, discussions were precipitated, comparisons and contrasts made and the significant features emphasized. Sometimes where the language is difficult or meaning obscure, a reading lesson in class from the sources is good and usually proves interesting.

In this brief discussion of source work I must admit that it is easier to suggest than to follow, and the most successful teacher meets with all kinds of obstacles. The pupils plead lack of time and sometimes their plea is reasonable. Even the most courageous teacher hesitates to leave the text very far. Yet, source material if not over-emphasized should be used by every teacher even though it may mean departure from the text at times.

MARY CRUTCHFIELD,

Sherman, Texas.

HOW TO USE THE HISTORY NOTE BOOK IN HIGH SCHOOL HISTORY TEACHING.

People are not interested in things they do not understand. Enthusiasm for a study is developed by the accomplishment of objects. No one likes to do a thing that he cannot do well, or which he does not understand. One of the dangers in mere text-book history teaching lies in the fact that a pupil is very apt to reach that point where he does not understand, and feels that he is merely marking time before an insurmountable difficulty. The indefiniteness of place conceptions, on the part of pupils, the inability to get from the text a plain understanding of changes in boundaries and dominions, and the failure to realize the importance of geography in shaping history, are all responsible for aversion to history.

It is difficult to conceive vividly the gradual expansion of a nation without a careful study of maps of successive periods. Campaigns are senseless or meaningless without maps to show directions taken by marching armies. The use of outline maps causes an intensive study, not only of the maps in the text, but of other available maps as well.

But maps are not the only things which should have a place in note books. Summaries of national history and of periods of history should be provided for. Papers prepared for occasional debates should be preserved. Compositions, chronological diagrams and tables ought to be placed therein, not to mention notes taken on occasional lectures, and reports on special topics. The collection of this information in a note book makes the pupil feel that he has been at work on a definite concrete thing, and his achievement gives him pleasure.

Right here it might be in place to enumerate some of the disadvantages of the various prepared note books which are on the market. Any note book which has the work all crystallized tends to crush individualism and consequent enthusiasm on the part of both teacher and the student. Attempts to make universal maps or note books are necessarily failures. Texts differ, pupils differ, classes and class problems differ, local conditions differ, and last, but not least, teachers are not all alike, and any attempt to make them so tends to devitalize their work. Illustrative map-books,

special maps and libraries are not the same in all schools. In using prepared map books, the pupils, under certain conditions, are apt to get their work by copying from one another without understanding what they do. The work is too likely to become a set task. The note book results should not be measured in quantity but in quality. It is not a question of how much is done. It is a question of whether the note book tends to make clearer the words of the text, and whether the method chosen tends to arouse a new enthusiasm for the course. The writer has found the loose-leaf note book to be the most suitable for his work. Outline maps may be put together in any desired combination, and composition paper may be prepared to fit any loose-leaf note book cover, the work being gauged according to the capacity of the class. Spoiled maps and sheets of paper may be replaced without ruining the entire book. The note book ought to contain such map work as is assigned by the teacher, notes taken on the teacher's occasional lectures, outlines, summaries, written debates and special reports on library reading and source book investigation. The note book thus becomes a thing of value and of pride.

After all, the successful use of the note book depends upon the preparation of the teacher. The well prepared teacher is going to know when and how to use the note book effectively. It is unfortunate that the most vital subject taught in the high school, vital because it is the story of life itself, should be the subject most often thought of, as the one which any one can teach. History will some day come into its own. Until that time let us all do our part to present it at its par value to our students, and thus hasten the coming of the day when its value is recognized. Let us be laborers worthy of our hire.

L. F. MCKAY,
Temple, Texas.

PROCEEDINGS OF THE HISTORY SECTION OF TEXAS
STATE TEACHERS' ASSOCIATION.

PROGRAM OF HISTORY TEACHERS' SECTION.

CHAS. W. RAMSDELL, University of Texas, Chairman.

JOS. A. HILL, Northwest Texas Normal, Vice-Chairman.

MISS FLORENCE HOLLADAY, Austin, Secretary-Treasurer.

General Theme: *"Efficiency in the Teaching of History."*

I. *The Use of Geography in the Teaching of History.*

1. "What Sort of Geographical Information Should the Course in History Include?" Mr. Milton R. Gutsch, University of Texas.
2. "How Best to Teach Historical Geography," Miss S. Pappenhagen, Dallas High School.

II. *The Use of Collateral Reading in the High School Course.*

1. "What Should Be the Purpose of the Collateral Reading?" G. F. Urbantke, Austin.
2. "How to Get the Best Results from Collateral Reading," Miss Faye L. Stewart, Fort Worth High School.

General Discussion: Led by Mr. E. T. Genheimer, Waco, Texas.

III. "Report of the Permanent Committee on Conditions in History Teaching in Texas," Thomas Fletcher, University of Texas.

The History Section of the Texas State Teachers' Association met November 28, 1913, in the Dallas High School building. Mr. Charles W. Ramsdell of Austin presided.

Mr. Milton R. Gutsch, of the University of Texas, presented a paper on "What Sort of Geography Information the Pupil Should Carry Away from a History Course."

Due to the absence of Miss S. Pappenhagen, of Dallas, the paper on, "How Best to Teach Historical Geography," was not read.

Mr. G. F. Urbantke, of Brenham, spoke as follows upon, "The Use of Collateral Reading in the High School":

"I have only three or four remarks to make on this subject, and you will remember that they are not addressed to the higher educa-

tional institutions, but to high schools. We all know the value of collateral reading, and most of us have a number of the most necessary books. I have visited schools that had on their library shelves a number of these essential works, and ten years afterward, I found these books still new. It is necessary not only to have them, but to use them. It is necessary not only for the student to use them, but for the teachers to study and outline these works carefully, so that they can intelligently refer students to them.

The first purpose of collateral reading is to give the student additional information to that outlined in text books. Our historical text-books furnish us with only one outline, and to secure other points of view, the pupils must do outside reading. It is never sufficient to study the text-books alone. This is the first purpose of collateral reading.

The second purpose of collateral reading is to create a desire for further information on the part of the student, and an appreciation that will remain with him after leaving high school. I am sorry to say that most of our students after getting through high school, are forever disgusted with text-books, and feel that once their grades are made, they never want to see their books again. If the teacher can instill in their minds a love of good reading, it will create in them a desire to go further with it after leaving school.

The third purpose of this extra reading is to prepare students who are to enter higher institutions of learning, to make use of the methods in operation there. Many boys and girls fail in their first year in college simply because they do not know the methods used in the University. A boy will prepare his work, as well as he can from his text-books, only to find, when the teacher takes up the lesson, that he does not know where he got the information he has, nor where to go for more. The supplementary reading will be of the greatest value to him, when he comes to the University."

The second number under this heading was not presented.

GENERAL DISCUSSION.

Mr. E. T. Genheimer, of Waco, Texas, said: "What I have to say will follow the lines of the preceding address, and will be brief. The amount and character of supplementary reading should, of course, depend on the grade. The extra reading of the first grades

will be very elementary as compared with that in the high school. The collateral reading of the eighth and ninth grades should be largely biographical, narrative, in the form of story-telling and not entering much into the philosophy of things. Later on the reasons for things should be added. One of its objects is the search for information in addition to what the text-books have to say—to secure more than one viewpoint on the subject under discussion. I would go in for events in the lower grades, and the reasons for those events in the higher. It is not well to give too many points of view to the lower grades, as it will only confuse. Give one, and let that be understood thoroughly. Later on, it will be well to get more than one man's opinion on a subject, and this can only be done through supplementary reading. Most teachers know where to go to get the books.

Another great good that will result from collateral reading is that it will encourage thorough historical study. I doubt if our students get much encouragement, with their single text-book, to enter into historical study with much spirit; but from comparison with other authors, they do get the genuine spirit of historical research. And this may have two advantages: It may help them in advanced research work, or it may awaken their intelligent interest to the point where history will be a source of pleasure to them forever. Many never expect to go to college, but they do expect to enjoy life, and this will help the student to select the subject worth most to him in the time he has for reading. If you can make history an interesting and enjoyable study, after a student leaves school, you will be doing a good work, and this will reach most of our students, as only five per cent of them ever go beyond high school.

How can this be done? If you have enough books of one kind so that all can do the collateral reading, you have the ideal condition, and can then have free discussion in class. If you have not enough books to make this possible, you might assign one subject, or one part of a subject to one certain pupil, who will make a short report, the other students listening, and taking notes. Note books should be kept by the entire class, and important points should be brought out by the teacher after the report is made. I do not believe you will get the most out of your collateral reading by simply letting the student talk, the teacher simply sitting by, smiling and nodding her head, and never bringing things to a point. It is

part of the teacher's duty to point out the things that are important for the student to remember. Some teachers have a habit of constantly quoting authorities. I believe you will get more out of it, and so will your pupils, if you talk about a subject without mentioning that Mr. Rhodes said this, or Mr. Wilson said the other. Stated as your own opinion, it has more force and more point to your pupils, and I believe it to be a good plan to follow.

Another point, let the teacher do the collateral reading himself, and be able to give more to his pupils than is found in the textbooks. Many schools have no extra books at all, and it is up to the teacher to give this additional information to his pupils. If he does this, he will inspire many an intelligent pupil to read for himself. I remember some months ago, a class of mine in Civics was studying the workings of Congress, and I told them about Wilson's *Congressional Government*. I did not ask them to read it, but one boy got it, and finished it in three or four days. Things like that will happen in every term, and indicate the advantage of collateral reading."

DISCUSSION.

Superintendent L. E. Wolfe: "This is a big subject, and one cannot say much on it in three minutes. When I taught history in the Kansas City High School, many years ago, I worked hard on this matter with two thousand pupils. I have done the same since I have been superintendent of schools, with many teachers under me. It is not easy to accomplish these results, but it is thoroughly worth while to attempt it. In giving references, I would suggest above all to teachers that they be definite. Give the book, give the page, and give your pupil something definite to report on. Get more than one to report on the same subject, and you will find that one student will watch the other. One evil that I find constantly is the tendency to refer to books too difficult for your pupils. Your requirements are apt to be indefinite, and your pupils will waste time in trying to comply with them. In Kansas City, I kept in close touch with our librarian, and I found that pupils would often go without dinner, taking that time to look up references which they were often unable to find. It will not do to simply turn them out anywhere to browse. Frequently the teacher has not read the book himself, and does not know that the data he wants is badly mixed up with much outside

material. Let the teacher know what she is requiring of her pupils. I have found it a good thing, in requiring a report of a pupil, to have him report on a certain phase. You may have two, three or four phases of the same subject. At the close of the report on the first phase, ask your pupils to discuss the matter, and join in it. It will call attention to that particular phase, before you pass to another. I say: 'Further on that point.' No one can get away from it, because I hold them to that point until it is completed. A difficult thing to secure is continuity of thought, and this will help the pupil to concentrate on a single idea. I have a whole scheme of reading for history and other courses, which I have not time to tell you about now—it has been written up in a recent number of the *Educational Review*.

You remember little Oliver Twist had a taste for 'more' even of that thin gruel. The greatest thing you can do for your pupil is to leave him with a taste for more history, more geography, more mathematics, when he quits school. If you know your pupils, you know that only in the rarest cases does a pupil care to read history after he leaves school. Only a very few will be teachers. Most of them will be mechanics or clerks, and our task is to turn them out with a taste for some branch of study, that will survive their school days. Nowadays the mechanic has more time than the teacher or the professional man. He can get home after his eight hours of work, and has time for any branch of study or recreation that he prefers. In trying to imbue him with this taste, you may come, as I have, to the conclusion that it is all wrong to study one volume of history through several years. It is unnatural to read a few pages of history, to read and re-read it in the attempt to memorize it, simply to recite and pass an examination. The natural way is to read ten, fifteen or twenty pages at a time, to finish an event or a period. I believe that the time must come in this country when there will be interesting volumes of history, several of them, for even the sixth and seventh grades. These, with the collateral reading, will be fitted to their age, until pupils in the sixth, seventh and eighth grades will be reading six or eight volumes. This will give them a chance to acquire the taste, and when they get out of school, they will read history. Of course, that will mean the day of free text-books, or such correlation with the libraries that practically no additional expense will be incurred. We will then be over the tendency of the pupil to get

through, thank the Lord that he has his grade and is out of school, and if he reads at all, reads only fiction."

Mr. Stallmeyer, Baylor University: "I am not a teacher of history now, though I have been in the past. I am teaching the 'Philosophy of Education,' and to find out the reading habits of my pupils, I gave them questions regarding the ten greatest men now figuring in the newspapers. The lack of familiarity with them was appalling, and not thinking it right to judge by that, I put to them another question regarding three men of the Baylor Faculty, who had been recently honored in various ways. The events had been posted up within three days, but out of eighty-seven in the class, only forty could even give the names of the men, to say nothing of the causes for which they were honored. Thinking something was amiss, I tried next the field of athletic activities, and asked the schedule of games played by the college team that season. Only three could name all of these correctly. This demanded some sort of explanation, and I asked at about what age they began reading. I found out of a class of ninety, from all sorts of home conditions in Texas, the greater part began reading books, outside of required work in their grades, from eight to twelve years of age; and that they began reading newspapers from ten to fourteen years of age. I asked how many had had teachers who encouraged the reading habit, and two-thirds of them stated that they had had no assistance whatever from this source, the remainder stating that teachers had helped them in this particular. It was not the school as a system that encouraged this habit, but some particular teacher more wide awake or conscientious than the rest. If you will keep in mind the age, eight to twelve, for books outside of those required in school work, and ten to fourteen for the beginning of interest in newspapers, you will see the pertinence of the next remarks. Few elementary teachers attempt to give any reading before the sixth or seventh grades, and many high schools do not require it before the Senior or Junior year, unless some particular teacher directs the reading. Some of my pupils stated that the assistance of teachers had been a great value to them; the only trouble was that more did not have occasion to state it. Four or five years earlier than work was required of them, they began the reading habit spontaneously. It does seem unfortunate that we have not taken advantage of that fact.

In regard to conditions of reading in the homes, the library facilities, etc., only one-fourth had adequate facilities in their homes, or library facilities in their towns. It was evident that that fourth had developed an appreciation of the value of good reading far superior to the others, though there were many attempts among these others to overcome their early disadvantages.

This brings me to the next topic, though I am really not familiar enough with it to be very definite. However, I am going thoroughly into it later, and I want to burst the bomb here. Three-fourths of these students had inadequate reading advantages. They were from the small villages and towns. I find it is only in large cities that high schools have adequate library facilities. Smaller places leave it largely to local initiative, which is not the same in all regions, and seldom wisely administered. The States of California and Minnesota have settled this matter in the rural districts by means of the Free County Library System, which is a part of the State Library Department. They have a Board of County Supervisors, who control educational matters in each county. The county library is under the control of this board, and a librarian is appointed by the State Department. This librarian is trained for the work, and is thoroughly up on the needs of the region in which he labors. Each school committee sends to the librarian a list of the books, papers, and whatever else they need each year. You can see the close co-operation possible in this system, and there are many additional advantages, as through the State Department the best editions can be bought, better rates secured, and the expert service of the trained librarian in the cataloging, distributing and caring for the books procured. The plan has worked well in Minnesota and California, and they are satisfied that it has solved the problem for the rural districts.

It seems to me that here is the point. I have looked for a long time for adequate material for high school and university courses, for the proper treatment of the sociological feature in Modern History. It seems as though we have data on every subject, except how people live. This is of vital importance to us today. The teacher in the elementary grades should learn how to appreciate the value of current events. Of course, it is true that the newspaper is for today, and will be forgotten tomorrow; but something is happening daily that should be known by our pupils. Today it is

the situation in Mexico, tomorrow it will be something else. This we must face, and this we must provide for."

Mr. Pearce, Austin: "I have been much interested in the European plan of teaching recurrent phases in history work, on the spiral system. France handles her pupils in three different ages. History is dramatized for the young child, the reading having to do with heroes and hero worship, battles, and great events that appeal to the imagination. This excites their interest, and helps them to acquire a genuine taste for history. Later they will go back over the same course, studying it in the narrative form. Later still they will study the same events from the sociological standpoint, tracing cause and effect. Some three years ago, Prof. Jordan in the Review, criticised our high schools, and paid his respects especially to the difficulties of history. He regards it as very important, but does not believe we are successful with it. I think this criticism must be accepted in a large measure, and if it is true, it may be that the difficulty lies in the fact that we do not take up history and its phases in the right order, but neglect the real point of the spiral system. I believe, if we work it on that plan, we will get better results. A dramatic and heroic appeal should be made to the little child. He will read about Alexander and Napoleon, their struggles and successes, with much interest. Later he will study these events as stories, and will find the same interest in them. When he is more mature, say in the last years of high school work, we will be able to get him to study these same events from the standpoint of sociology, geography, and race. I think one of our greatest failures is in not studying the development of the race. We have no adequate conception of how human institutions developed. If we will read along these lines, we will find that the children will also read readily and eagerly."

Superintendent Wolfe: "One great problem is to show our teachers how to do this work. If any one has done this kind of work, I would be very glad to hear from him."

Mr. Pearce: "The German system and the French plan will answer that question. I do not know of any attempt to carry it out logically in this country. However, we do a little of it in Austin, and hope to do more."

Mr. Morris, Midlothian: "Some one could render this body a great service by telling us where we can get material for connecting geography with our history work. I am from a small

town, and find trouble in being up-to-date. Where can we get this information? It is not given in our text-books. I have perhaps a half dozen extra books, but they do not give the information called for in Foster's Outlines. I will greatly appreciate some information on this line."

Mr. Gutsch, Austin: "For much of the geography work in connection with your history, you will need no more than a good atlas. When your text-books enumerate the boundaries of a country, locate them on your map, and discuss the map with your pupils. A good historical atlas is Shepherd's."

Mr. Barker: "Semple's and Bingham's are good works in historical geography."

Mr. Gutsch: "I can cordially recommend those of George and Freeman on the same subject."

Mr. Clarke, Huntsville: "For the benefit of the rural teachers I would say that I have recently obtained McKinley's Outlines, and know of no book which will give you the same valuable material and illustrations, as outline maps, and outline of books covered by the maps. It is published in Philadelphia. I suggest that you do not accept my word in the matter, but write to the company for sample pages of the books. You will find it helpful in introducing the children to much source material."

Mr. Barker: "This introduces a subject that I want to talk about. I promised Mr. McKinley, when I saw him this year in Philadelphia, that I would bring before you the subject of the History Teacher's Magazine. It furnishes much information directly or indirectly, as asked for. It was started some years ago by Mr. McKinley, who was dean of the Temple College of Philadelphia. He lost \$2,000 in two years, but the magazine was so good for history teachers that the American Historical Association took it over, and agreed to make good any deficit. It costs \$2.00 a year regularly, but to members of any historical association or section, a price of \$1.00 is named. I understand that it is making expenses but it is not intended for money making. I asked for some sample copies to show you, and shall be glad, if you are interested to let you see them. He also sent me some advertising matter in regard to maps and other aids for teachers. I think his are the most practical helps for teachers that we have. I am not an agent for Mr. McKinley in any sense of the word, but if this strikes you favorably, you might write to Mr. McKinley about

it. This is simply for the information of those who do not know where to get it."

Miss Kirkley, Sam Houston Normal: "We find these helps very beneficial. The courses of study outlines and collateral reading are so arranged that anyone can use them. In regard to outline maps, I could not say anything to this body about the use of them, but I would like to say a word about their abuse. The student is apt to give more attention to the decorative effect, than to the work we want. I taught a number of years before I discovered this fact. More time was given to the artistic side than to the work needed. I think a few maps well worked out are more helpful than many."

A Member: "I am taking the McKinley Magazine and I find it splendid. My pupils are as anxious to get it as I am. We are using his outlines and find them very beneficial. In map work, I believe too that we are not getting the results we want, and for the reasons given. I want to know how much you think the outline map should be used. If we took all the work given in our books, we would not have time for anything else. I should be glad to have information on this point. In the supplementary work we have so few books that we often do not know where to find the desired information.

Mr. Martin: "In regard to the Ivanhoe work, we have the large maps, and in history we always locate the places on the maps. We like to do such work in class, taking the large map, locating the historical places, and comparing our note books with it. If we do this, and have some pupil go over the work of the week, we find it very valuable."

Mr. Somerville: "I want to say a word on how to help pupils to find material in books when we have so few. For one thing I teach them how to use the index. If we have an encyclopedia, I teach them how to use it. I show them the twenty-fifth volume, the index volume, not calling it that, as the vocabulary of little children is small, but showing them carefully how to use it. I take a new text-book, for instance, the History we have now, and have the children look over the different parts. We look at the pictures, at the heads of chapters, the index, and the table of contents. This makes a search for information much easier. We have a Webster's Unabridged Dictionary, and I find even some

teachers do not know how to use it. A teacher came to me some time ago for certain information, which she did not have. I did not have it either, but said, 'Let's look for it.' I did not expect to find it there, as she was supposed to have as good eyes as I had, and could have found it for herself, but there it was in the back of Webster's."

Miss Moore, Corsicana: "In regard to collateral reading, I have been very fortunate in always teaching where there was a city library and a good librarian. In addition to that, I have never failed to get books from our school board, after asking for them two or three times. If there is a subject to look up, I give them the subject clearly, assign it to a pupil, and state what book it can be found in. I explain the index and the table of contents, and usually have no trouble. I give a few minutes after school to this work, and I always keep the books in my own room. I get good reports, and we find it very interesting. Often one subject will provoke enough interest to bring some spontaneous reading, as in the case of one boy with the Northmen, and another who asked me if I had something on English History. I gave him Green's work, and he has read it through. We do not require this outside reading, but the classes are asked to keep an account of books and subjects read about, and they are very proud of their record."

Miss Crutchfield, Sherman: "We have a plan in Sherman whereby the English teachers have agreed with the history teachers to accept supplementary reading in that department, and for this double credit is given. We have found this very successful."

Mr. Ramsdell, Austin: "At the University it has been part of my duty along with some of my colleagues, to look over papers in history sent from high schools seeking affiliation. With these papers is a statement of the amount of time given to each course, the collateral reading done, and usually some evidence of map work. We find both teachers and pupils inclined to make much of good looking maps and to give more value to neatness than to what the map shows. Generally speaking, too many maps are attempted. I think only as many maps should be attempted as can be well done—perhaps twenty in a year."

Question: "Would twelve be enough in Modern History?"

Answer: "Twelve well done would be worth forty half done. I would rather have eight well done than any number perfunctorily colored in. I think maps should be worked out something like

problems. What do we want maps for, anyhow? To indicate where places are? This is valuable, but a map should tell a story, or show a condition. Take, for instance, the Norman Conquest of England. You will find that the pupils put England in one color, Normandy in another, and will locate the principal places, but will do little more. Now, the great earldoms into which England was divided at that time, belonging to the great houses of Leofric, Simon and Godwin, were of great importance because this division made easier the conquest of the country. These earldoms should be shown and questions asked that will compel the pupil to consider the working of these and other forces which shaped the issue.

I do not know whether or not this is a good illustration; but the maps should be chosen because through them certain problems can be set out, and the questions on them should be so directed as to attract the pupil's attention to these problems. It will be time well spent, if that can be done. Color should show relationship. In the above case, put Normandy in one color, say in lines of blue, and France, its feudal suzerain, in solid blue to show the feudal relationship. After the conquest, use solid red for England and a red boundary line for Normandy. It seems to me that if we should study our map problems in this way, it would clarify matters for our pupils. Of course, the teacher will pick out the maps she wishes to use."

Mr. Lane: "I worked three weeks this summer on my 'Scriptural References.' What I wanted was references on Modern American History. I give them to the pupils, stating page and book. There are many outlines that any child could prepare from the book, but they are not worth anything to the child. If I want him to really understand a topic, I give him something to do. We allow these outlines to abuse us—we do not abuse them—it is the other way around. I think it is a waste of time because there is nothing to it when it is done. I have several sections. Section A will report on one item, section B on another, etc. If we spend our vacations in preparing our work for next year, we will have a more satisfactory year's work. I could not find any outlines that just suited me in Modern History, so I bought twenty-five hundred sheets of paper from the printer, and made my own outlines on the typewriter, putting them into binders. Our libraries give us plenty of information for this."

Under the heading of Report of the Permanent Committee on Conditions in History Teaching in Texas, Mr. Thomas Fletcher, University Visitor of Schools, said: "There is really no point to this report. The committee after looking over the field and thinking over the situation decided to make no report this year. They reported the conditions of history teaching in Texas one year ago. However, the committee is planning the work for next year, and we want to call attention to some phases of it. We are anxious to have suggestions on these points, for we wish to make the work really worth while.

1. Preparation. Last year this section resolved that the minimum preparation for teaching history in the secondary schools should be the equivalent of two college units. We plan to find the percentage of teachers in high schools who have reached that point.

2. Equipment. We want to find the schools that have maps, charts and reference books. We want the information to be definite. We will not accept a report of 'Fifteen books in History,' because I once had a report of one hundred and twenty-five books on historical subjects, and found that most of them were Congressional Records. It will not be hard to give me a definite report, especially on collateral reading in history work, and even the large cities could do it without much trouble."

Question: "What will constitute satisfactory equipment, maps, etc.?"

Answer: "I would like to know myself. However, a minimum list has been published in a bulletin of the University.

3. Another thing we will look into is to find the schools where the history teacher, engaged as she supposed, to teach history only, has had to take on mathematics, English, etc. Most of her time must be given up to preparation for work outside of her specialty, and of course, her history work suffers. I know this cannot be helped. Often her class will be composed of but four or five students, and in small high schools, where the teacher is supposed to put in seven or eight periods, they want to fill in the time. This is very hard on the teacher, and there should be some way out of it. I would rather have physiology left out of the course than have it taught by some one really unfitted for it.

4. We expect to find out, also, what history teachers are doing

to prepare themselves for better work, such as reading, summer study, correspondence work, etc. We want to know whether they are resting on their oars or are working for advancement in their line.

We would be glad to have suggestions from our teachers in regard to things that should be done. You might suggest them now, or write us later, when you think of something."

Prof. Barker (Asked to explain the purpose of the University History Teachers' Bulletin): "How many have not seen a copy of the Bulletin? Those of you who have know what it is. The idea was that history teachers might be interested in news of other history teachers, and in methods used by these teachers. At the last meeting we brought the matter up, and were so much encouraged by your interest that we got out this year three numbers of the Bulletin. They have been irregular in their appearance, on account of the printing arrangements of the University. The last number should have been issued November 15th, in time for this meeting, but it will not be ready for distribution until tomorrow.

The success of the Bulletin depends on the teachers. We are not expounding theories, but publishing the actual practice of our teachers. We want to know what you are doing, and how you are doing it. We want your own experience. This discussion has been right to the point. If the talks given today could be printed, they would make a valuable and practical bulletin. What you are doing would be valuable to others. Write us of your experiences, and methods you have found valuable. State your problems to us. If you can do nothing but ask a question, ask it, and perhaps some one will answer it. We want material and suggestions in regard to it. It is expensive for us to send around questions, but if you will send articles to us, we will appreciate it. They may not always appear in the next issue, but they will some time later."

BUSINESS MEETING.

The chairman of the section called a business meeting immediately following the program, and called for nominations for chairman. Mr. S. H. Moore nominated Prof. Barker for chairman. Nominations were closed, and Prof. Barker elected by acclamation.

Mr. Somerville nominated Prof. S. H. Moore of Southwestern

University, as vice-chairman. The nominations were closed and Mr. Moore elected by acclamation.

Mr. Newton nominated Miss Sterrett as secretary-treasurer, and she also was elected by acclamation.

Prof. Barker moved that the office of vice-secretary-treasurer be created, and Mr. McKay, of Temple, was elected to fill this position.

PERSONALS.

A change has been made in the schedule of the Austin Academy at Austin to allow Mr. W. S. Rix to teach Ancient History. Mr. Rix attended the summer school in Austin.

Mr. C. A. Place of the Austin Academy is teaching English, and Medieval History this year.

Mr. Ransom A. Mackie has been engaged to teach history in the high school at Terrell, Texas. Mr. Mackie is a graduate of Clark University, Worcester, Mass., and spent the summer in graduate work at his Alma Mater.

Mr. J. B. Bright, formerly of Terrell, has accepted a position in the Tyler High School.

A new series of outline maps has been adopted this year in the Terrell High School.

Miss Nixon of Amarillo High School studied in the summer school of the University of Chicago during the last vacation.

Mr. E. Genheimer of Waco spent the summer at the Southwestern University Summer Normal School.

Mrs. R. L. Ragsdale, formerly of Navasota High School, has accepted a position to teach Medieval History at Waco.

Miss Inez Cartwright has charge of the work in history at Denison, Texas.

The following teachers attended the meeting of the History Section of the Texas State Teachers' Association, held November 28, 1913, at Dallas, Texas:

Alexander, G. W., Venus, Texas.

Alexander, Mrs. Laura, Dallas, Texas.

Austin, Luella, Grandview, Texas.

Barker, Dr. E. C., Austin, Texas.

Berry, Joel H., Mart, Texas.

Birdwell, A. W., San Marcos, Texas.

Board, W. M., Dallas, Texas.

Boaliding, Luella, Dallas, Texas.

Brandenburger, W. S., Waco, Texas.

Butler, W. H., San Marcos, Texas.

Caylor, Roxie, Mineral Wells, Texas.

Crutchfield, Mary, Sherman, Texas.

Daniel, Zou Steele, Waco, Texas.

Darnell, J. C., Dallas.
Day, Ed. M., San Marcos, Texas.
Du Bose, Burns, Lampkin, Texas.
Featherstone, Miss Drury.
Ferguson, W. C., Athens, Texas.
Francis, Belle, Dallas, Texas.
Francis, Flora, Tom Bean, Texas.
Frost, S. E., Fort Worth, Texas.
German, J. E., Dallas High School, Dallas, Texas.
Graustaff, J. E., Memphis, Texas.
Gutsch, Milton R., Austin, University of Texas.
Harrison, W. U., Odessa, Texas.
Henderson, Mrs. J. M., Centreville, Texas.
Hensley, Miss Phoebe, Dallas High School, Dallas, Texas.
Hill, J. A., Canyon, Texas.
Holderness, Lucy, Sulphur Springs, Texas.
James, M., Venus, Texas.
Kirkley, Bertha, Sam Houston Normal, Huntsville, Texas.
Kopp, G. W., Brenham, Texas.
Layne, J. B., Comanche, Texas.
Lefflan, Miss Rignor, Victoria, Texas.
McCaulay, W. R. M., Masonic Home, Fort Worth, Texas.
Mackie, Ransom A., Terrell, Texas.
McKay, L. F., Temple, Texas.
McMullan, W. B., Southwestern University, Georgetown, Texas.
McMimm, Frankie, Weatherford, Texas.
Maxey, A. H., Plano, Texas.
Mendenhall, F. E., Houston High School, Houston, Texas.
Miller, B. W., Winnsboro, Texas.
Mister, Mrs. Kate C., Dallas, Texas.
Moore, Laura M., Corsicana, Texas.
Moore, Lucy, M., Lorena, Texas.
Moore, S. H., Georgetown, Texas.
Morris, M. H., Midlothian, Texas.
Mosby, Margaret, Dallas High School, Dallas, Texas.
Murray, Ida Mae, Ennis, Texas.
Newton, L. W., Fort Worth High School, Fort Worth, Texas.
Ogier, W. C., Alice, Texas.
Pearce, J. E., Austin, Texas.
Pitts, Lula, Hillsboro, Texas.

Porter, Essie D., Kaufman, Texas.
Provence, Miss Mayo, Llano, Texas.
Ramsdell, Chas. W., Austin, Texas.
Ragsdale, Mrs. B. L., Waco, Texas.
Roark, D. B., Ferris, Texas.
Roark, Maud M., Ferris, Texas.
Ruffner, Margaret, Tarrant, Texas.
Roney, Lola, Alvarado, Texas.
Somerville, H. C., Dalby Springs, Texas.
Smith, W. W., Meridian, Texas.
Sears, W. G., Silverton, Texas.
Sterrett, Carrie Belle, Jacksonville, Texas.
Stevenson, Lillian, Fort Worth, Texas.
Stewart, Mrs. J. J., Lancaster, Texas.
Thomas, R. E., Marlin, Texas.
Underwood, Lula, Fort Worth, Texas.
Urbantke, Gus F., Austin, Texas.
Wolfe, L. E., 119 W. Carolina St., San Antonio, Texas.
Wallace, P. E., Mineola, Texas.
Wiedemann, Edward H., Chappell Hill, Route No. 3, Texas.
Wythe, Lois, Weatherford, Texas.
Walne, Belle, Dallas High School, Dallas, Texas.
Wilson, Cora Belle, Denton, Texas.
York, Miss Otie, Eagle Lake, Texas.

BOOK NEWS

The following recent publications are listed for the information of the teachers. Some of them would no doubt make useful additions to the school library, and others may be of interest to the teachers alone. Their appearance in this list is not to be regarded in any sense as an endorsement. They are selected from a more complete list prepared by Charles A. Coulomb and published in *The History Teachers' Magazine* for November and December, 1913, and for January, 1914.

American History

- Bassett, John S. *A Short History of the United States*. New York: Macmillan. 885 pp. \$2.50 net.
- Blaisdell, Albert F., and Ball, F. K. *The Child's Book of American History*. Boston: Little, Brown. 218 pp. 75c.
- Bourne, Henry E., and Benton, Elbert J. *History of the United States*. Boston: Heath. 534 pp. \$1.00.
- Bradley, Glenn D. *The Story of the Pony Express*. Chicago: McClurg. 175 pp. 75c net.
- Brooks, Robert Preston. *History of Georgia*. Boston: Atkinson, Mentzer & Co., 444 pp. 60c.
- Buck, Solon J. *The Granger Movement*. Cambridge, Mass.: Harvard Univ. 384 pp. (30 pp. bibl.). \$2.00.
- Dawson, Sarah Morgan. *A Confederate Girl's Diary*. Boston: Houghton, Mifflin. 439 pp. \$2.00 net.
- Ferris, William H. *The African Abroad; or His Evolution in Western Civilization*. 2 vols. New Haven, Ct.: Tuttle, Morehouse & Taylor. \$5.00.
- Fish, Carl R. *The Development of American Nationality*. New York: Am. Book Co. 535 p. \$2.25.
- Grinnell, George B. *Beyond the Old Frontier*. New York: Scribner. 374 pp. \$1.50 net.
- James, George Wharton. *The Old Franciscan Missions of California*. Boston: Little, Brown. 287 pp. \$1.50 net.
- Knowland, Joseph R. *Panama Canal Tolls; A Symposium, Etc.* Wash., D. C.: Govt. Pr. Off. 133 pp. Gratis.
- Randall, J. G. *The Confiscation of Property During the Civil War*. Indianapolis: Mutual Pr. & Lith. Co. 72 pp. (12 pp. bibl.). 75c.
- Rives, George L. *United States and Mexico, 1821-1848*. In 2 vols. New York: Scribner. 720, 726 pp. (10½ pp. bibl.). \$8.00 net.
- Schouler, James. *History of the Reconstruction Period, 1865-1877; being vol. 7 of History of the United States Under the Constitution*. New York: Dodd, Mead. 398 pp. \$2.00 net.
- Simms, Jeremiah H. *Morgan's Raid and Capture*. East Liverpool, Ohio: (The Author). 40 pp. \$1.00.

United States Congress—H. of R. Story of Panama; Hearings on the Rainey Resolution, Etc. Wash., D. C.: Govt. Pr. Off. 736 pp.

Woodburn, J. A., and Moran, T. F. Elementary American History and Government. New York: Longmans. 471 pp. \$1.00.

Ancient History

Appian. Appian's Roman History, with an English translation by Horace White. In 4 vols. Vol. 4. (Loeb Class. Lib.). New York: Macmillan. 683 pp. \$1.50 net.

Cotterill, H. B. Ancient Greece . . . from the earliest times to the age of Alexander the Great. New York: Stokes. 498 pp. \$2.50 net.

Macgregor, Mary. The story of Rome from the earliest times to the death of Augustus. (For boys and girls.) New York: Stokes. 430 pp. \$2.50 net.

English History

Hull, Eleanor. The Northmen in Britain. New York: Crowell. 255 pp. \$1.50 net.

Mackie, R. L. Story of King Robert the Bruce. New York: Crowell. 255 pp. \$1.50 net.

Oman, Charles W. C., Editor. History of England. In 7 vols. Vol. 7, England Since Waterloo, by John A. R. Marriott. New York: Putnam. 558 pp. (5 pp. bibl.). \$3.00.

Tuell, Harriett E., and Hatch, Roy W. Selected Readings in English History. Boston: Ginn. 516 pp. \$3.00 net.

Wilmot-Buxton, E. M. Tales of Early England. New York: Crowell. 160 pp. 50c net.

Wilson, Philip. The Beginnings of Modern Ireland. Balto.: Norman, Remington & Co. 439 pp. \$3.25 net.

European History

Alexinsky, Gregor. Modern Russia. New York: Scribner. 361 pp. \$3.25 net.

Birkhead, Alice. The Story of the French Revolution. New York: Crowell. 236 pp. \$1.50 net.

Fling, Fred M., and Fling, Louise D. Source Problems on the French Revolution. New York: Harper. 338 pp. \$1.10.

Winter, N. O. Poland of today and yesterday; a review of its history, past and present. Boston: L. C. Page. 349 pp., \$3.00 net.

Medieval History

Cambridge Medieval History; planned by J. B. Bury; ed. by H. M. Gwatkie and J. P. Whitney. Vol. 2, The Rise of the Saracens and the Foundation of the Western Empire. New York: Macmillan. 891 pp. \$5.00 net.

Miscellaneous

- Browning, Oscar. *A General History of the World*. New York: Longmans. 799 pp. \$1.50 net.
- Gowen, Herbert H. *An Outline History of China*. Pt. 2, from the Manchu conquest to the recognition of the republic. Boston: Sherman French. 216 pp. \$1.20 net.
- Stefansson, Vilhjalmur. *My Life with the Esquimo*. New York: Macmillan. 538 pp. \$4.00 net.

Biography

- Dewey, Admiral George. *Autobiography of George Dewey, Admiral of the Navy*. New York: Scribner. 337 pp. \$2.50 net.
- Haskell, Helen E. *Holding a throne; the story of the King of Spain*. (For children.) New York: Appleton. 168 pp. \$1.00 net.
- Logan, Mary S. C. (Mrs. John A.). *Reminiscences of a soldier's wife*. New York: Scribner. 470 pp. \$2.50.
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